



Accreditation Council for  
Psychoanalytic Education

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## ***Standards of Psychoanalytic Education***

This document delineates model standards by which institutes and programs seeking accreditation as a psychoanalytic education and training center will be evaluated.

Psychoanalysis is a specific form of individual psychotherapy that aims to bring mental elements and processes that are unavailable to conscious awareness into awareness in order to expand an individual's self-understanding, enhance adaptation in multiple spheres of functioning, alleviate symptoms of mental disorder, and facilitate character change and emotional growth.

Psychoanalytic work is characterized by depth and intensity achieved in the context of frequent treatment sessions over a long term. It is expected that training institutes and programs seeking accreditation will ensure that candidates in training shall have a personal psychoanalytic experience of frequency, depth, intensity and duration adequate to provide a deep psychoanalytic experience and that their treatment of patients under supervision will have similar characteristics. The Accreditation Council for Psychoanalytic Education, inc recognizes that as different psychoanalytic educational traditions have evolved there has been a parallel development of standards regarding how the provision of a deep psychoanalytic experience can best be accomplished. Those standards may be more specific or broader but may not be lower than or in conflict with the standards delineated in this document.

### ***Article I: Selection of Candidates for Psychoanalytic Training***

Selection of candidates for psychoanalytic education and training involves eligibility and suitability. Institutes and programs will have in place a process by which to evaluate these characteristics.

Applicants will not be excluded on the basis of race, color, ethnicity, religion, age, gender, sexual orientation or physical disability. An anti-discrimination clause will be prominently displayed in official publications of the institute or program.

### ***Section 1.01 Eligibility***

Eligibility refers to the requisite educational background and to the mastery of skills required before psychoanalytic education or training can be undertaken.

Institutes and programs shall have in place a mechanism for evaluating the eligibility of applicants for psychoanalytic education and training.

#### ***Section 1.01.a Eligibility of Mental Health Care Professionals***

In determining the eligibility of applicants who are mental health professionals, institutes and programs shall consider

1. Graduate education. To be eligible to undertake psychoanalytic education, a candidate will possess a health care degree and postgraduate training or education adequate for licensure or certification for independent practice of a core mental health profession at the highest clinical level. Exceptions may be made on a case-by-case basis for individuals who are in the process of obtaining one of these degrees or who are in postgraduate training programs, with the requirement that they will have the appropriate degree and certification or licensure prior to graduation from the institute or program. Institutes and programs are responsible for verifying that such individuals participate in the necessary educational and clinical experiences prior to or during their candidacy and that they obtain the required degree, certification or licensure prior to their being approved for autonomous clinical practice. Institutes and programs will verify the credentials of all applicants and candidates, and document their verification.
2. The applicant will have the ability to diagnose mental disorders. S/he will be capable of making a differential diagnosis, biopsychosocial and psychodynamic formulations, and individual treatment plans. S/he will have basic awareness of psychopathology stemming from or exacerbated by physical disorders and appropriate treatments for such conditions, and will know

when and how to use consultants in areas outside of his or her scope of practice.

3. The applicant will have had psychotherapy practice experience. S/he will have had close supervision of individual cases. It is preferable for him or her to have supervised experience with a broad spectrum of cases including patients who suffer from severe and persistent mental disorders. Some psychotherapy supervision by psychoanalysts is desirable.

4. It is desirable that applicants will have had didactic and/or practical experiences that provide a broad understanding of the cultural, economic, ethnic, religious, and racial backgrounds of the rich diversity of patients in the population.

***Section 1.01.b Eligibility of Individuals Who Are Not Mental Health Care Professionals***

An institute or program may at its discretion admit individuals who are not independent mental health care professionals for psychoanalytic training in certain limited and defined circumstances. The institute or program shall have in place detailed written criteria of eligibility for limited and full training in psychoanalysis that it shall apply to all such applicants. It shall also have in place a process for monitoring their clinical performance. Such criteria and the monitoring process must ensure that throughout the training process and at its conclusion those individuals who receive full clinical training will meet standards of competence in psychoanalysis equivalent to those met by core mental health professionals at the same level of training. It is strongly recommended that some evaluators be psychoanalysts who are not affiliated with the institute or program.

***Section 1.01.c Eligibility Candidates for Doctorates in Psychoanalysis***

An institutes or program may at its discretion accept candidates for programs leading to the PsyD in Psychoanalysis or the PhD in Psychoanalysis. The institute or program shall have in place detailed written criteria of eligibility for admission to these programs.

1. It is expected that the criteria for candidates for the PsyD in Psychoanalysis degree will include that they will have successfully completed a course of training in clinical psychoanalysis. If the training was in a different institute or program, the curriculum will have been evaluated to assure that it is equivalent to that of the institute or program offering the degree.
2. It is expected that the criteria for candidates for the PhD in Psychoanalysis degree will include that they will have successfully completed a course of training in clinical psychoanalysis and have demonstrated a capacity to develop empirical or conceptual research and scholarship.

### ***Section 1.02 Suitability for Psychoanalytic Education and Training***

Suitability refers to the personal characteristics of the applicant that are deemed necessary for psychoanalytic education. The applicant will show evidence of integrity of character, maturity of personality, reasonable indication of capacity and motivation for self-reflection, psychological mindedness, clinical aptitude, and appropriate intellectual ability. Institutes and programs will have in place procedures by which they will judge these attributes. Evaluation of these capacities will be carried out through interviews with members of the institute or program's faculty. Institutes and programs may require additional studies and examinations for all applicants or for those about whom evaluators have specific questions. Applicants may proffer such studies or examinations in support of their application.

An ethics violation disclaimer will be part of the admission procedure. If an applicant was found by a recognized professional or governmental body to have committed an ethical violation, the institute or program shall be responsible for reviewing the finding and documenting its conclusions and actions. If there is an ethics or malpractice case pending against an applicant the institute or program may defer its decision on the application until the case is resolved.

## ***Article II Psychoanalysis of Candidates***

It is expected that institutes and programs will ensure that candidates in training have a personal psychoanalytic experience that is characterized by depth and intensity. The Accreditation Council for Psychoanalytic Education, inc recognizes that different psychoanalytic training traditions have evolved concerning how the provision of a deep psychoanalytic experience can best be accomplished. It is expected that the institute or program's standards for the personal analysis of a candidate and those of patients treated by the candidate under supervision will be consistent with the institute or program's experience and understanding of the frequency and duration that will facilitate the candidate's optimal immersion in a psychoanalytic process.

Institutes and programs are required to assure that the psychoanalysis of candidates and of the patients treated by the candidate under supervision will be conducted at a frequency of three to five sessions per week, on separate days, for a minimum of forty (40) weeks during a year and for a minimum of three hundred (300) hours. Modification: The method by which the psychoanalysis of candidates is conducted may be modified if the candidate lives and works at a considerable distance from an appropriate analyst. Modifications may include analysis conducted by secure telephone, videoconference or other technical means. The institute must review all modifications or programs and its decision shall be documented.

## ***Article III Educational Philosophy***

Institutes and programs shall demonstrate an open, critical approach to the ever-changing corpus of psychoanalytic scholarship, practice and research.

It is expected that the atmosphere of the institute or programs is to be that of a community of scholars, respectful of the knowledge, experience and opinions of both faculty and candidates.

It is expected that each institute or program will enable its candidates to become knowledgeable about the major historical and contemporary points of view in psychoanalysis. Candidates and faculty shall be encouraged to seek new knowledge through scholarship and research.

It is expected that each institute or program or group of affiliated institutes will have a published mission statement, and that all programs within the organization will be consistent with that statement.

It is expected that each institute or program will engage in ongoing self-evaluation to assure that it is achieving the goals outlined in its mission statement.

When a distance education program is in place, it must be included in the ongoing self-evaluation efforts that ensure that the institute or program is accomplishing its mission. Measures must be taken to ensure that the concept of a community of scholars is extended to include faculty at distant sites.

#### ***Article IV Didactic Curriculum***

Each institute or program shall have an established committee or work group composed of representatives of the faculty and candidates that will plan and continuously review the curriculum and faculty teaching performance.

Institutes and programs shall ensure that the course content delivered through distance education is the same as that offered at the home site and is comparable in length. Courses that are offered through distance education that are not offered at the home site shall undergo the same approval and periodic review process as courses offered at the home site.

#### ***Section 4.01 Core Didactic Curriculum***

The core curriculum for all candidates will emphasize the key elements of the process of psychoanalysis which include (1) bringing unconscious mental elements into conscious awareness, (2) recognizing the importance of developmental, social, cultural, familial, and interpersonal influences in determining symptoms and personality, (3) working with transference and counter-transference phenomena and with specific techniques aimed at expanding the analyst's self-understanding, (4) facilitating the process of adaptation in multiple spheres of functioning, (5) alleviating symptoms of mental disorders, and (6) facilitating character change and emotional growth. The didactic curriculum will contain integrated sequences covering normative and pathological psychological development, psychoanalytic theory, clinical

technique, ethical issues specific to psychoanalysis, the history and evolution of psychoanalytic concepts and practice, and conceptual and empirical research relevant to clinical psychoanalysis.

All candidates, whether on the home site or participating in distance education, shall attend conferences and continuous case seminars that will be offered to broaden their clinical experience and foster the integration of theoretical concepts with clinical practice.

The curriculum for all candidates shall include an introduction to conceptual and empirical research methods applicable to psychoanalysis and the findings of psychoanalytic research; and it is desirable for institutes to provide opportunities for candidates to engage in such research. It is desirable that instruction in psychoanalytic principles, treatment and research include assessment of the limits and applicability of psychoanalytic concepts, and recognition of alternative treatment approaches.

It is expected that candidates for adult psychoanalytic training will be exposed to the basic principles of child psychoanalysis.

The didactic curriculum shall be presented in no less than 350 hours during a period of three to five years.

#### ***Section 4.02 Child and Adolescent Psychoanalysis***

When a program for training in child and adolescent (C/A) psychoanalysis is in place, the didactic curriculum will cover (1) techniques of C/A analysis, (2) psychoanalytic theories of development from infancy to young adulthood, and (3) psychopathology of children and adolescents from a psychodynamic perspective. Institutes may integrate these topics into the general curriculum or offer them in specific C/A classes.

#### ***Section 4.03 Didactic Curriculum for PsyD in Psychoanalysis***

In addition to completing the core didactic curriculum, PsyD candidates will participate in a seminar or tutorial on clinical research methodology and research ethics (including CITI training) if these were not part of the core

didactic curriculum. They will participate in a colloquium or tutorial on single case studies for at least one academic year, and will continue their participation until they successfully defend their dissertation.

#### ***Section 4.04 Didactic Curriculum for PhD in Psychoanalysis***

In addition to completing the core didactic curriculum, PhD candidates will complete substantial additional credit hours of didactic instruction in clinical, conceptual and empirical research methodology – research design and statistics – research ethics (including CITI training), a seminar on preparing a research proposal, and a seminar on evaluating reports of empirical and conceptual research. Candidates will participate in a research colloquium for at least one academic year, and will continue their participation until they successfully defend their dissertation.

#### ***Section 4.05 Measures of Program Length, Objectives and Credentials Offered***

Institutes and programs shall verify that the length of their educational programs is comparable to those found in similar programs.

### ***Article V Clinical Experience***

#### ***Section 5.01 Practice***

Candidates are not authorized to represent themselves as graduate psychoanalysts or to conduct psychoanalysis without supervision until their institute or program gives such authorization. An institute or program may make exceptions to this requirement in jurisdictions in which psychoanalysis is included in the scope of practice for licensure or when the candidate is a graduate of another accredited institute or program. Exceptions shall be documented in the candidate's record.

Permission to undertake autonomous psychoanalytic treatment may be granted in the late stages of training. This authorization to represent oneself as a psychoanalyst may be rescinded by the institute or program if the candidate fails to remain in good standing.

Institutes and programs shall have in place a procedure for informing each prospective patient of the candidate's training status prior to the commencement of psychoanalysis and for obtaining their consent to be



treated in this circumstance. The consent shall include permission to present their case, exclusive of protected health information, in supervision and case seminars.

Prospective candidates shall agree to inform their psychoanalytic patients if they withdraw from training or if their status is otherwise changed before graduation.

The institute or program shall have in place a mechanism to receive and act on complaints by patients of candidates.

### ***Section 5.02 Supervised Clinical Work***

Candidates will undertake the supervised psychoanalysis of two to three adult cases. It is expected that these analyses will be characterized by the same frequency and intensity as the analysis of candidates in that institute or program. It is recommended that, whenever possible, candidates have experience treating patients from diverse populations in supervised psychoanalysis. An institute or program or a group of affiliated institutes may add requirements that candidates have experience treating patients from specific populations in supervised psychoanalysis.

It is desirable for an institute or program to have in place an elective program for the supervision of graduate analysts, to allow them to improve their clinical skill.

Supervisory psychoanalysts who have been formally recognized as such by the institute or program will conduct all supervision.

It is recommended that, when possible, candidates receive supervision from supervisors of different theoretical orientations and of both sexes. A candidate's personal psychoanalyst will not be his or her supervisor.

One or more cases will be supervised for at least two years, and one case for at least one year. Supervision will consist of a minimum 150 hours when the institute or program requires two cases and 200 hours when the institute or program requires three cases. It is expected that one case will be supervised through termination; this may occur before or after graduation.

It is generally expected that the candidate will be in psychoanalysis during a significant period of the major phases of psychoanalysis and demonstrate a capacity supervisory work. It is expected that the candidate will receive supervision during to establish, facilitate, and terminate an analysis, and to conceptualize the underlying process.

***Section 5.03 Supervision of child and adolescent psychoanalysis:***

Institutes and programs offering a child/adolescent psychoanalytic program shall ensure that the candidates have supervised clinical experience with a child of pre-school, school age and adolescence who is seen at a frequency of 3-5 sessions per week for a minimum of 1 year. Work with parents should be included as appropriate in each case. Where adult training is combined with child/adolescent training, a minimum of 150 hours of supervision preferably with different supervisors and divided fairly equally among the three cases above is expected. If training is only for child/adolescent analysis, a minimum of 200 supervision hours is required. It is expected that at least one case be supervised through termination.

Candidates in remote sites are expected to participate in the same clinical experiences that are offered at the home site. Monitoring processes must be in place to ensure that the psychoanalyses conducted by candidates at remote sites meet the same frequency and intensity standards as those of candidates who participate on the home site. Supervisors of these candidates' clinical experience must meet the same qualifications as those serving on the home site.

***Article VI Evaluation of Candidates***

The institute or program will be responsible for evaluating the candidate's mastery of the educational experience at each successive phase of education and as a whole. It will have developed a set of competences that all candidates will be expected to achieve before advancing to the next stage of training.

A candidate progress committee or equivalent body will monitor the progression of each candidate. It shall have procedures in place for ongoing evaluation of

the candidate's didactic and clinical work, and research when that is part of the curriculum, and it will specify the process to be used to evaluate competence.

Coordination of reports of supervisors and observation of the candidate's presentation of psychoanalytic cases are essential elements in this process. Institutes or programs may develop additional assessment methodologies.

Candidates enrolled in distance education programs shall be evaluated under the same policy as that for candidates at the home site. Institutes and programs must have evaluation procedures in place to ensure that distance education students master all required skills throughout their educational program.

The institute or program must have in place procedures to determine that graduates of distance education programs are as qualified to practice their skills as candidates who are graduated from the home site.

### ***Article VII Records***

Suitable records will be kept of the candidate's educational course and progress and appropriate provisions made to ensure necessary confidentiality. A permanent educational record consists of all admission, academic, and financial records, and information upon which a candidate's enrollment was based. A written policy must be developed providing for the confidentiality and release of student records. Records are to be maintained in conformity with applicable local, state and federal laws. If student records are maintained at a location apart from the home site, the records must be kept in a secure container and in a manner that meets local, state, and federal laws.

Institutes and programs will retain the records of all complaints by and about candidates and how they were adjudicated. They must be made available for inspection by site visitors in a way that respects the confidentiality and privacy of the candidate.

### ***Article VIII Confidentiality of Clinical Information***

Institutes and programs shall assure that the privacy and confidentiality of individuals whose clinical material is presented in classes, case conferences and

supervision is protected in accordance with all ethical and legal standards for such information.

### ***Article IX Ethics***

It is expected that the ethical standards appropriate for psychoanalysts will be prominently and continuously emphasized in the educational program.

There shall be a course or seminar on psychoanalytic ethics for candidates. Institutes and programs will have in place a process for receiving and acting upon allegations of ethical violations by faculty and candidates.

It is expected that the institute or program will have a policy defining, prohibiting, and responding to allegations of sexual harassment of, or by, employees, candidates, and faculty. The policy shall include instructions about how complaints are filed, how they are investigated, and what disciplinary actions will be taken.

### ***Article X Faculty***

#### ***Section 10.01 Organization of Faculty***

The ACPEinc is aware that organizations address admissions, curriculum planning, faculty assignments, teaching performance, and candidate evaluation in different ways. Each institute or program shall have developed and implemented an organizational structure that provides clear lines of authority and responsibility for its functions.

#### ***Section 10.02 Faculty Development***

Each institute or program shall ensure that the offering of opportunities for participation and advancement in all aspects of institute work is based solely on merit. The process of appointing (or recognizing) analysts of candidates, and supervisors and of appointing and promoting teaching faculty thus will be based solely on merit. Institutes and programs shall not engage in discrimination based on an individual's professional affiliation or specific demographics during faculty development or appointment processes.

Institute and program leaders shall work cooperatively with recent graduates and junior faculty to assure that they are provided opportunities and support to prepare themselves for promotion to higher positions.

Institutes and programs shall have a mechanism in place to provide evaluation of and feedback for such experiences.

In addition, seminars or study groups that provide instruction on teaching methods and further opportunities for peer review of ongoing clinical work (e.g., through study groups) and other encouragement of scholarly and research activity are desirable.

Each institute or program shall develop and document procedures and criteria that it will use for the selection and retention of supervisory psychoanalysts. It is expected that clinical supervisors will have been certified by their relevant psychoanalytic board when that is available or will have demonstrated equivalent clinical expertise through a process independent of the institute or program.

The institute or program shall apply its criteria uniformly within each category to all who seek or are invited to be appointed to such positions. It shall have in place procedures for evaluating the performance of teaching faculty and supervisors.

### ***Section 10.03 Distance Education Faculty***

Institutes and programs that engage in distance education shall have in place a program to orient the faculty to the educational methods and technology used to deliver the education program in which they will teach.

All distance education faculty must meet the academic and experience requirements outlined for faculty that are teaching on the home site, and must be afforded the same rights and privileges as those offered to either part time or permanent faculty on the home site.

All distance education faculties, whether based at the home site or at the distance education site, shall be evaluated to determine their effectiveness in teaching and communicating with students via distance learning technology.

## ***Article XI Analysts of Candidates and Supervisors of Clinical Work***

The process of appointing or recognizing analysts of candidates and supervisors shall be based solely on merit.

### ***11.01 Analysts of Candidates***

An institute or program or group of affiliated institutes will have the option of recognizing only its or their own members to serve as supervisors or as psychoanalysts of its candidates or of allowing candidates to work with psychoanalysts from other institutes and programs that are accredited by the Accreditation Council for Psychoanalytic Education, inc, or of authorizing candidates to select a personal analyst without regard to that analyst's affiliation. It is expected that the personal analyst who is selected will meet ACPEinc criteria (see below) for this function.

When an institute or program limits appointment of analysts of candidates to its own members, it will have in place criteria for appointment and a process by which individuals may attain this rank. It may not engage in discrimination based on an individual's professional affiliation or specific demographics during this process.

It is expected that psychoanalysts of candidates will

1. Have been certified in psychoanalysis by a relevant board or have demonstrated equivalent clinical competence through a process external to the institute or program.
2. Have significant clinical experience in the practice of psychoanalysis. An institute or program – or group of affiliated institutes – may set specific criteria for evaluating clinical experience and in all instances it shall require five years of postgraduate practice of psychoanalysis.
3. Have a demonstrated commitment to the practice of psychoanalysis. Each institute or program shall document the criteria by which it will judge such commitment.
4. Maintain ethical standards.

If an institute or program engages in distance education, opportunities must be developed to allow individuals to become analysts of candidates, at the distant site. If analysis of candidates is conducted via telecommunication technology, the institute or program shall have procedures in place to assure that analysts are skilled in the use of this technology.

An institute or program shall have in place a process by which concerns about analysts of candidates are addressed.

### ***11.02 Supervisors***

Each institute or program shall develop and document procedures and criteria that it will use for the selection and retention of supervisory psychoanalysts. It is expected that clinical supervisors will have been certified in psychoanalysis by a relevant board or have demonstrated equivalent clinical competence through a process external to the institute or program.

### ***Article XII Candidate Support Services***

Each candidate shall be assigned a mentor to guide the individual through his or her educational program. Faculty members responsible for advising candidates shall be knowledgeable of the curriculum, program requirements, and graduation requirements and be adequately prepared successfully to fulfill their responsibilities.

If there are candidates enrolled in distance education programs, they must receive support services comparable to those offered candidates at the home site. Their mentors shall have specific knowledge about the challenges of distance learning. They shall be given information on how to take advantage of library support services, and how to receive help if technical problems are encountered while operating the technology used to deliver the educational program.

The institute or program must have in place a mechanism for informing candidates of health care facilities that are available in the area.

It is expected that the institute or program will have in place a mechanism to assist graduates to find employment or, in the case of graduates of a clinical

program, to access referrals of patients for psychoanalysis and related therapies.

### ***12.a Grievances by candidates***

An institute or program shall have in place written student grievance procedures that describe what constitutes a legitimate grievance, offers a detailed explanation of how to file a grievance, and delineates the process by which grievances are adjudicated. It is desirable to have a discrete procedure for grievances in respect of analysts of candidates. Candidates must be made aware of the grievance process or processes at the time of enrollment.

### ***Article XIII Contingency Plan***

Institutes or programs shall have a contingency plan to assure that currently enrolled candidates will have an opportunity to complete their training should the institute, for any reason, cease to function. The ACPEinc must approve this plan before it is enacted.

### ***Article XIV Graduation and Degrees***

#### ***Section 14.01 Graduation from core program(s)***

Each institute or program shall have in place its requirements for graduation. It shall have in place a process for periodically – but at least annually —assessing each candidate's readiness for graduation, documenting its findings and informing the candidate of its decision.

It is expected that an institute or program will provide each graduate with a document that attests to the successful completion of his or her course of study.

#### ***Section 14.02 Graduation from advanced degree programs***

An institute or program may, at its discretion, offer an advanced program or programs leading to a doctorate in Psychoanalysis.

##### ***Section 14.02.a PsyD in Psychoanalysis***

Candidates for the PsyD in Psychoanalysis will have completed all requirements for graduation from the institute or program's core program in clinical



psychoanalysis, or from another program the granting institute or program deems equivalent. Institutes or programs granting a PsyD in Psychoanalysis will determine the competence of their students in psychoanalytic scholarship generally and specifically in the application of single case study methods that integrate psychoanalytic theory and clinical practice. The candidate will successfully defend a dissertation that is expected to be a detailed case study that meets standards for publication in a peer-reviewed professional journal.

### ***Section 14.02.b PhD in Psychoanalysis***

Candidates for the PhD in Psychoanalysis will have completed all requirements for graduation from the institute or program's core program in clinical psychoanalysis, or from another program the granting institute or program deems equivalent. Institutes or programs granting a PhD in psychoanalysis will determine the competence of their students in psychoanalytic scholarship generally and specifically determine that they have the capacity to develop and implement original empirical or conceptual research. It is expected that the dissertation will be based on an identifiable research method and that it makes an original contribution to the professional literature. All PhD candidates conducting research shall complete online Collaborative Institutional Training Initiative (CITI) modules on:

1. Human subject research
2. Information privacy and security
3. Responsible conduct of research

Programs may include other modules if appropriate for the candidate's work.

## ***Article XV Finances and Administration***

### ***Section 15.01 Finances***

An institute or program shall have financial resources sufficient to allow it to deliver all educational programs offered.

An institute or program must submit three years of audited financial statements that demonstrate financial stability as part of its application for accreditation by

the ACPEinc. It must also provide budgets for the current and previous two years.

The budgets must identify all sources of income and demonstrate that a surplus exists to cover expenses should an income deficit occur. Costs that must be identified include maintenance, support personnel, equipment replacement, training of personnel, and facilities, support of distance learning when applicable, and funds to support an orderly closing if the institute or program discontinues operations.

If a distance education program is in place, the institute or program must have financial means sufficient to support it. Resources required to operate the distance-learning program must be identified in current and future budgets. The institute or program will need to demonstrate that sufficient financial resources have been allocated to cover all expenses related to distance education costs. Costs that must be identified include maintenance, support personnel, equipment replacement, training of personnel, and facilities, support of distance learning when applicable, and funds to support an orderly closing if the institute or program discontinues operations.

Individuals responsible for administering the financial system at the institute or program must be qualified by education and experience to carry out their fiduciary responsibilities.

### ***Section 15.02 Administration***

Each institute or program shall identify an administrator who is qualified by education and experience to perform the functions associated with this position. There shall be sufficient administrative staff to support the needs of the faculty and students. The institute or program shall have a system of governance with clearly defined authority, roles, and responsibilities for all administrative personnel. Further, policies must exist to ensure that faculty, staff and students will have their views taken into consideration before any decision is made that may affect them.

There must be an effective evaluative process in place for all administrative personnel. Institutes and programs must demonstrate that the evaluation process is applied fairly to all personnel.

Each institute or program must demonstrate that the faculty, staff, and administration are able to work collaboratively to deliver all educational programs offered on the home site and at remote sites.

If a distance education program is in place, the institute or program must have an individual appointed to coordinate the distance education program. There must be sufficient staff to meet all the administrative requirements of the distance education program.

## ***Article XVI Infrastructure***

### ***Section 16.01 Physical Facilities***

Institutes and programs shall have teaching facilities appropriate and adequate to deliver all the programs offered on and off the home site. These include classrooms and space to conduct clinical sessions and supervision. See Appendix A, which delineates specific requirements.

### ***Section 16.02 Equipment***

The institute or programs shall have processes in place to ensure that equipment and space is appropriate and sufficient to support the learning needs of candidates at all sites. It shall have in place a process to assure that all equipment is maintained in good working order.

### ***Section 16.03 Library***

If the institute or program maintains an academic library, it shall be staffed with individuals that have the appropriate education and experience to assist candidates and faculty. The library must contain relevant and current texts and periodicals, research journals, and standard works of reference – in electronic or print format – to meet the needs of all candidates and faculty. If the institute or program does not maintain its own library, it must have agreements in place with a library or libraries containing all necessary texts, materials, and resource information to meet the needs of candidates and faculty.

The institute or program must make library resources available to all its distance education candidates. This may be achieved either by a mechanism to provide all necessary texts, professional journals, periodicals, and research reference materials from the on-site library or by assuring that candidates have access to such materials at their geographic location.

***Section 16.04 Academic Calendars, Catalogs, Publications, Grading, and Advertising***

Institutes and programs must publish – in print, or on CD or on a readily accessible web site – a catalog that includes an academic calendar. All students must receive a print or CD catalog at enrollment and be informed of key dates that may have an impact on them. Institutes shall have in place a process for informing candidates and faculty of changes to meeting dates and plans for make-up meetings as required to meet standards. Catalogs must contain, at a minimum, accurate and current information on all academic programs offered; requirements for graduation; student evaluation policies; student grievance policies; and student support services that are available.

All publications must be clearly written and provide information that accurately represents the institute or program.

***Article XVII Site Visits***

Institutes and programs will accept regular site visits for initial accreditation and re-accreditation that will be conducted by the ACPEinc to assure that they achieve and maintain standards. Site visits will be conducted in a manner that (a) stimulates the institute's or program's self-study and self-scrutiny through a consultative, collegial process aimed at helping the institute or program achieve and maintain standards and (b) provides consultation to enhance the educational programs of participating institutes and programs.

There are to be no disruptions in candidates' analyses, courses or supervision as institutes and programs work toward achieving these accreditation requirements.

Site visits by this agency may be coordinated with those of a component organization. Each group separately will report and implement its findings and recommendations

## ***Adoption history***

Ratified by

American Academy of Psychoanalysis, 07 December 2000

National Membership Committee on Psychoanalysis in Clinical Social Work, 12 January 2001

Division of Psychoanalysis, American Psychological Association, 27 January 2001

American Psychoanalytic Association, 03 May 2001

Adopted by the Accreditation Council for Psychoanalytic Education, 19 October 2002

Amended by the ACPEinc Board of Trustees, 13 July 2004 and 17 August 2004

Amended by the ACPEinc Board of Trustees, 01 December 2010.

Amended by the ACPEinc Board of Trustees, 17 June 2015

Amended by the ACPEinc Board of Trustees, 16 February 2016

Amended by the ACPEinc Board of Trustees, 21 February 2017